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ABSTRACT

This document focuses on anger management programs utilized within and outside of school systems. Eleven programs are reviewed and delineated into the following categories: age/grade level, group size, target population, theoretical basis, techniques utilized, and skills acquired. Practical knowledge of the programs is presented in order to provide the user with resources necessary to design and begin an anger management program. Programs reviewed are: (1) "The Anger Workbook" (Carter and Minirth); (2) "The Anger Coping Program" (Lockman, Dunn, Klimes-Dougan); (3) "Anger Control Training for Adolescents in Residential Treatment" (Dangel, Deschner, Rasp); (4) "Aggression Replacement Training" (Goldstein, Glick, Reiner, Zimmerman, Coultry); (5) "Anger Management for Youth: Stemming Aggression and Violence" (Eggert); (6) "Anger Management Program" (Panaccione); (7) "Anger Control Training for Children and Teens" (Taylor) ; (8) "25 Ways to Help Children Control Their Anger" (Shapiro); (9) "The Anger Control Kit" (Shapiro); (10) "How I Learned to Control My Temper" (Pincus); (11) "Think First Curriculum" (Larson, McBride). Well-known programs and less common programs are included; contact addresses and program prices are provided where available. (MKA)

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ABSTRACT

A REVIEW OF ANGER MANAGEMENT PROGRAMS FOR CHILDREN AND TEENS

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This presentation will focus on anger management programs utilized within and outside of school systems. Ten programs will be reviewed and delineated into the following categories: age/grade level, group size, target population, theoretical basis, techniques utilized, and skills acquired. Well known programs (e.g. Goldstein and Glick's Aggression Replacement Training) and less common programs (e.g. John Taylor's program on anger control training) will be reviewed in order to provide the participants with an array of information on anger management programs.

Participants can expect to gain practical knowledge of these ten programs. Review of the efficacy and utility of these programs will also provide the participant with a variety of resources necessary to begin such a program of their own design. A comprehensive table will be provided to participants which can be utilized as a menu from which

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selection of an appropriate program can be made. Through this selection process, participants will be able to piece together a customized anger management program which is appropriate for the skill level and the group targeted for the intervention.

ANGER MANAGEMENT PROGRAMS FOR CHILDREN AND TEENS

A REVIEW OF ELEVEN ANGER MANAGEMENT PROGRAMS

KRIS JAHNKE, M.Ed.

THE ANGER WORKBOOK

Dr. Less Carter and Dr. Frank Minirth
Thomas Nelson Publishers
ISBN 0-8407-4574-5
Less than $20.00

Age/Grade Level:	High School children and adults
Group Size:	Not specifically designed for a group but the thirteen steps could be incorporated into a group format; 4-6 is preferable
Target Population:	Adolescents and adults with the ability to self-reflect on their behaviors and thoughts
Theoretical Basis:	Not specifically stated Strongly cognitive in nature Balance in life is found when anger is linked to a reasonable issue and is communicated in a proper manner
Techniques Utilized:	Checklists Questions following short case examples Self-reflection stimulated by questions
Skills Acquired:	Able to identify the best ways to handle anger Gain an understanding of how other emotions feed anger Uncover and eliminate myths that perpetuate anger Identify learned patterns of relating, thinking, and behaving that influence anger

THE ANGER COPING PROGRAM
JOHN E. LOCKMAN, SUSANNE DUNN, BONNIE KLIMES-DOUGAN [1]

Age/Grade Level:	Adolescents
Group Size:	4-8 children 18 weekly sessions for 45 minutes to 1 hour 2 group leaders (school co-leader and a mental health clinic worker)
Target Population:	Adolescents identified by school personnel as highly disruptive or aggressive
Theoretical Basis:	Based on Dodge's Model of how a child perceives and then decides how to react to problematic social situations
Techniques Utilized:	Discussion Role-playing Video taping Goal setting Video tapes
Skills Acquired:	Can engage in perspective taking Have an awareness of physiological arousal Can engage in self-instruction to inhibit impulsive responding Can engage in social problem solving

[1] Lochman, J.E., Dunn, S.E., & Klimes-Dougan, B. (1993). An intervention and consultation model from a social cognitive perspective: A description of the anger coping program. School Psychology Review, 22(3), 458-471.

ANGER CONTROL TRAINING FOR ADOLESCENTS IN RESIDENTIAL TREATMENT [1]

Age/Grade Level:	Adolescents
Group Size:	6-10 members; 6 session one hour each
Target Population:	Adolescents and adults with the ability to self-reflect on their behaviors and thoughts
Theoretical Basis:	Cognitive Behavioral
Techniques Utilized:	Thought stopping Relaxation
Skills Acquired:	Knowledge of what causes anger to build-up Step by step self-questioning to determine the problem, alternatives, and the best solution

[1]Dangel, R.F., Deschner, J.P., & Rasp, R.R. (1989). Anger control training for adolescents in residential treatment. Behavior Modification, 13(4), 447-458.

AGGRESSION REPLACEMENT TRAINING

Goldstein, A.P., Glick, B, Reiner, S., Zimmerman, D., & Coultry, T. (1986). Aggression replacement training. Champaign, IL: Research Press.

Approximately $20.00

Age/Grade Level:	Adolescents
Group Size:	6-12 children
Target Population:	Juvenile delinquents Children labeled as aggressive
Theoretical Basis:	Cognitive Behavioral
Techniques Utilized:	Skills training component Anger control training component Moral education
Skills Acquired:	How to: Express complaints Respond to the feelings of others Prepare for a stressful conversation Respond to anger Keep out of fights Help others Deal with accusation Deal with group pressure Express affection Respond to failure

ANGER MANAGEMENT FOR YOUTH: STEMMING AGGRESSION AND VIOLENCE

Dr. Leona Eggert

National Educational Service (800) 733-6786

$22.95

Age/Grade Level:	High school children; written for use in high schools but "can be easily adapted for diverse practice settings"
Group Size:	Group leader-student ration of no more than 1 to 12
Target Population:	The book recommends identifying students from school records, a drop in GPA of .7 or more in one, or from school personnel who can identify the child as "at risk" of school failure
Theoretical Basis:	Cognitive Behavioral When provoked to anger we respond at three levels: thoughts, feelings and behaviors
Techniques Utilized:	Objectives are utilized to guide each session Integration of 2 submodels: group support system and life skills training
Skills Acquired:	Ability to see that problems are an opportunity for change and growth Linking thoughts, feelings and behaviors Discovering what pushes anger buttons Discovering consequences of angry outbursts Learning inoculations against anger Thought stopping Self-talk scripts

ANGER MANAGEMENT PROGRAM

Linda Panaccione, LISW

No cost

Age/Grade Level:	Advanced middle school, high school, and adult
Group Size:	4-6 students are ideal; one on one is also appropriate
Target Population:	High functioning, self-reflective adolescents and adults
Theoretical Basis:	Cognitive Behavioral
Techniques Utilized:	One simple technique describing anger as a ten-step process
Skills Acquired:	The ability to recognize triggers and determine replacement behaviors to engage in when triggers occur

ANGER CONTROL TRAINING FOR CHILDREN AND TEENS

John F. Taylor, Ph.D.
Available from mar-co products inc.
Less than $20.00

Age/Grade Level:	4th through 12th grade; may be adapted for K-3
Group Size:	Can be done classroom-wide, in a group of 3-8 children or with an individual child
Target Population:	Any child; best with impulsive, quick-to-anger children
Theoretical Basis:	Cognitive Anger is an energizing, self-protective, emotional response to a perceived, likely or actual, hurt from a stressor
Techniques Utilized:	Led by teachers, parents, counselors, or psychologists Modeling Discussion Concern notebooks Acronyms
Skills Acquired:	Ability to define anger Ability to discover ways to express anger Ability to correctly manage anger

25 WAYS TO HELP CHILDREN CONTROL THEIR ANGER

Lawrence E. Shapiro
Childswork/Childsplay
Free with order

Age/Grade Level:	6-adult
Group Size:	Not specifically created for groups
Target Population:	Almost any child
Theoretical Basis:	Majority are cognitive behavioral
Techniques Utilized:	Relaxation Fighting fair Games Handouts
Skills Acquired:	Relaxation Recognition of feelings and emotions Awareness of behavior Awareness of behavioral triggers

THE ANGER CONTROL KIT

Lawrence E. Shapiro
Childswork/Childsplay
$84.95

Age/Grade Level:	6-adult
Group Size:	Not specifically created for groups
Target Population:	Almost every population
Theoretical Basis:	Covers six "modalities" 1. Affective 2. Behavioral 3. Cognitive 4. Developmental 5. Educational 6. Social
Techniques Utilized:	38 techniques Videotape is included to provide demonstrations of the techniques in action Broken record, fighting fair, feelings vocabulary, peer mediation, stop and think
Skills Acquired:	Variety of skills acquired depending on the techniques utilized Self-regulation How to express feelings Stress management Peer mediation

HOW I LEARNED TO CONTROL MY TEMPER

Debbie Pincus
Childswork/Childsplay
(800) 962-1141
$16.95

Age/Grade Level:	Kindergarten to Elementary School
Group Size:	Not specifically created for groups
Target Population:	Less severe children
Theoretical Bas	Cognitive behavioral
Techniques Utilized:	Worksheets that involve coloring, games, and writing
Skills Acquired:	Recognition of angry feelings/expressions How to cope with angry feelings How to control your temper Assertiveness training Empathy for other children

THINK FIRST CURRICULUM

James Larson, Ph.D., NCSP and Judith McBride, Ph.D.
Department of Psychology University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190

Age/Grade Level:	Middle School and High School Children
Group Size:	Not specifically stated; 6-10 in general
Target Population:	Youth demonstrating angry, aggressive behavior in the school setting
Theoretical Basis:	Cognitive behavioral framework
Techniques Utilized:	Playing of a video tape with models Script is provided for facilitators A-B-C Model Homework (Hassle log) Game playing Role playing Certificates of reward for reaching goals
Skills Acquired:	Anger reduction methods(deep breathing) Students examples of aggressive incidents Children learn the physiological "cues" to anger Identify direct and indirect provocations Insight into the effects of mis-attribution of intent Assertion techniques Think ahead procedure for anger control Structured problem-solving Self-evaluation techniques